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ABSTRACT

This project sought to demonstrate that: (1) teams of educational personnel could be trained to serve the needs of certain handicapped children exhibiting marked behavior disorders; (2) members could be trained to identify behaviors of their children and themselves which may appear to cause classroom disorder; and (3) techniques could be devised to modify such behavior disorders. The sixteen teams formed consisted of a regular education teacher, a special education teacher, and at least one administrator, counselor, and psychologist; each participated in a forty-five hour program of orientation, teaching, and counseling. Findings obtained are the result of team observations and suggestions, clinical reports, remarks by parents, control data strategies, teaching attempts, actual outcomes, and a variety of results from using many alternatives for many disruptive teaching situations. The findings confirmed that the three objectives could be attained. In addition, the teams were able to identify a variety of teaching alternatives when working with handicapped children who demonstrated marked behavior disorders. Also, the team members expressed a desire to be considered for future projects of this nature. Appendixes to the report consist of a 168-item list of disruptive classroom behaviors on the part of students, 35 disruptive behaviors of team members identified by themselves, seven clinical supervision forms, clinical supervision reward systems, a "control of strategy" outline, and vitae on the author. (MB)

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ED132142

PROJECT TITLE

A PROGRAM TO TRAIN TEAMS OF EDUCATIONAL PERSONNEL TO SERVE CERTAIN HANDICAPPED CHILDREN WHO EXHIBIT MARKED BEHAVIOR DISORDERS

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A INTRODUCTION

Increasing emphasis on the equality of educational opportunity has focused national attention on the education of the handicapped (Reynolds and Davis, 1971; Dunn, 1968; Schwartz, Oseroff, Drucker, and Schwartz, 1970; Zawadzki, 1973; Gardner, 1974). The shortage of qualified personnel to work with exceptional children has made it difficult for schools to establish new programs or expand existing ones. Reynolds and Davies (1971) edited a series on what leaders in education felt should be done to serve handicapped children in regular classes. Davis and Wyatt (1971) proposed that the ultimate welfare of handicapped children is dependent upon regular teachers and administrators who have become sophisticated about the needs of these children. Davies (1971) stated that "What schools need most are personnel who can deal with young people as human beings, who have a positive attitude toward children who are different, and who can work with children in a variety of ways their individual differences require. This is true of all educational personnel, but there is a special urgency that personnel dealing with the handicapped exhibit these qualities". Bryen (1975) argued that "The problem is shared by both beginning teachers and the more experienced of the profession". Birch (1971) suggested that "At the present time many if not most teachers, are resistive to, frightened of, or at least very unsure of themselves in the teaching of exceptional children unless they have had specific preparation." Penn (1972) found that attitudes of elementary school administrators and teachers as measured by the Classroom Integration Inventory with regard to preferred educational placements of exceptional children did change significantly (.05 level) following a training program. Zawadzki (1973) in a review of the literature about attitudes toward exceptional children found that in general:

1. Attitudes toward the exceptional child became more positive with increased knowledge about exceptional children.

2. Training programs for educational personnel and others have been conducted. All have had varying degrees of success in causing a more positive and/or accepting attitude toward the exceptional child.

Haring, Stern and Cruickshank (1958), Brooks and Bransford (1971), Penn (1972), Schwartz, Drucker, Oseroff and Schwartz (1972), and Lord (1971) proposed that a training model be set up on a team teaching basis involving resources from both the elementary and special education departments. They suggested the restructuring of certain courses and a sincere effort to redefine relevant individual differences by the educational psychologist, the special education teacher and the expert in elementary education.

One of the priority concerns of school districts served by this project appeared to be in relation to training terms of education personnel to serve the needs of certain handicapped children who demonstrated marked behavior disorders. (Zawadzki, 1974).

B Statement of the Problem

This project sought to demonstrate that:

1. Teams of education personnel can be trained to serve the needs of certain handicapped children who exhibit marked behavior disorders.
2. Team members can be trained to identify a specific behavior demonstrated by their children and specific behaviors demonstrated by themselves which may appear to cause disruption in the classroom.
3. Certain supervision techniques are of value in assisting teacher in modifying. a) the behavior of certain handicapped children who exhibit marked behavior disorder or b) their own behavior with regard to these children.

C Background of the Problem

In a study of what regular classroom teachers considered deterrents to teaching the educable mentally retarded child in regular classes, inappropriate classroom

behavior was the deterrent reported most frequently. (Zawadzki, 1973). In this category were placed concern that the educable mentally retarded child would:

a. demand too much attention
b. exhibit class conduct problems of a disciplinary and/or disruptive nature.
c. be unable to attain basic skills
d. demonstrate slow academic progress
e. slow down the entire class
f. have a short attention span
g. be unable to follow directions
h. not participate in class activities
i. demonstrate behaviors which serve as a poor model for other students in regular class to follow.

Further, informal investigations with over 1,000 classroom teachers representing all grade levels indicated that some of the "types" of deterrents identified in Zawadzki's study were also reported by teachers who had "problem children" in their classroom. Part of the project was devoted to, a) identifying what specific behaviors team members found disruptive to the class setting, b) which alternatives could be utilized to ameliorate the disruptive behaviors, and which teaching behaviors demonstrated by teachers might need modification.

Hypothesis

1. Teams of education personnel can be trained to serve the needs of certain handicapped children who demonstrate marked behavior.
2. Team members can be trained to identify:
   a. specific behaviors demonstrated by certain exceptional children which may be disruptive to particular teaching situations.
   b. specific behavior demonstrated by themselves which may cause disruption in the classroom.

3. There are certain supervisory techniques which can be used to:

   a. modify the behavior of certain handicapped children who demonstrate marked behavior disorder.

   b. to modify the teacher's behavior with regard to these children.

D Procedure

Population Served

Sixteen (16) teams of education personnel representing six (6) school districts within a fifteen (15) county area were identified and selected. An attempt was made to include an assortment of the following in each team: regular classroom teacher, administrators (principals, assistant superintendents, assistant principal directors of special education), counselors, diagnosticians, psychologists and special education teachers. Personnel for the project were not randomly selected. They were selected from those areas where the greatest need to provide service for behavior disordered children existed.

Table I: A Breakdown of the various Positions Held by the Team Participants at the time of the Project. Total: 81 participants

Administrators	14	Psychologist	1
Regular Teachers	30	Speech Therapist	1
Special Ed. Teachers	27	Counselors	8

Information presented by Table I indicates that the original intention to involve one administrator, one psychologist, a counselor, a regular education teacher and a special education teacher in each team could not be accomplished for all teams. All teams had at least three elements of the origianl intend (i.e. regular education teachers, special education teachers and at least one of the three other positions of administrator, psychologist, and counselor).

The Program

Each team participated in a 3 phase, 45 hour program. The three phases of the

45 hour program were: 15 hours orientation, 15 hours teaching and 15 hours counseling.

A. The 15 hour orientation program included instruction in;

   a. the teaching of exceptional children

   b. pupil assessment experiences

   c. prescription writing exercises

   d. how to identify and use materials resources and methods which promise to serve the needs of the handicapped children with whom the team members will work

B. The teaching phase included:

   a. teaching handicapped children in small and in large groups

   b. observing fellow team members as they teach handicapped children

   c. experimenting with different techniques for classroom management

   d. participating in clinical supervision exercises

   e. working as a team member

C. The parent counseling and guidance phase provided the team members with experiences in:

   a. reporting educationally relevant data about children to parents

   b. counseling parents of handicapped children

   c. suggesting educational alternatives for parents of handicapped children

One team was trained during the summer of 1974. Six teams were trained during the fall and winter of 1974. Nine teams were trained during the spring of 1975. Each team had a 45 clock hour program and each participated in all of the 3 phases presented earlier. Programs in the summer were conducted from 9:00 a.m. to 12:00 noon. Programs during the school year were generally conducted from 3:30 p.m. to 6:30 p.m. Eighty (80) children (Pre School - Adult) participated in the project. The children served were identified as LLD (Language and Learning Disabled, EMR (Edvezble Mentally Retarded), TMR (Trainable Mentally Retarded), SMR (Severly Mentally Retarded). In addition to the above classifications, all of the children

were identified by the school districts in which they lived or by the residential treatment setting in which they were housed as children and local MH/Mr agencies. —All Team members received a small stipend for participating in the project. Some also elected to receive course credit for the experience.

Parents

Parents of the children participating in the program were sent letters and other information regarding meetings, counseling sessions and times when they could observe their children being taught by the team. Educationally relevant information about their children was disseminated. Alternatives of an educational nature for each child were proposed and discussed when necessary general information about the handicapped child was presented and discussed.

Instruments

Clinical supervision instruments were designed specifically for this project. (Appendix C). They included:

1. Report forms in which a) an observation report about the group to be taught was presented with an assessment of the specific needs, b) objectives in observable, measurable terms were stated, c) actual outcomes of the lesson were discussed and d) conclusions were stated.
2. Questioning pattern reports through which the questioning patterns of teachers indicated the types of questions they asked of students. (i.e. open ended questions, questions which required a yes or no answer, those that required one word other than yes or no, those requiring more than one word to answer, questions which revealed attitudes or beliefs, those which required specific cognitive answers, and multiple questions which made it difficult for the student to know which one to answer first).
3. Record system reports through which reward systems utilized by teachers while working with children were identified. (i.e. uses one word rewards following a correct response by students, uses multiple words following

correct response by students, does not reward correct responses of students, uses other rewards such as a smile, a pat on the back, etc. to reward the correct responses of students.

4. Report forms which identified the antecedent to behavior, both positive and negative.
5. Report forms which identified the types of behavior both positive and negative to which the teacher does or does not respond.
6. A sociogram which showed both positive and negative interactions between teacher and student, student and teacher, and student and student.

Other instruments in the form of films, filmstrips, video tapes, audio tapes, special materials and supplies were also used.

F. Findings

The findings of this study were of five types. Three of the five are reported in some detail. The fourth finding is the result of collecting data from over 2,000 clinical supervision reports which in this evalution suggested many specific yet different methods and material for utilization while teaching behavior disordered children. The three findings which are reported indicated that:

1. Teams of education personnel can be trained to serve the needs of certain handicapped children who demonstrate marked behavior disorders.
2. Team members can be trained to identify:
   a. specific behavior demonstrated by certain exceptional children which may disrupt a learning situation and
   b. certain behavior which they demonstrate which may cause disruption in the classroom.
3. There are certain supervisory techniques which can be used to a) modify the behavior of certain handicapped children who demonstrate marked behavior disorder and b) to modify the teachers behavior with regard to these children.

Finding #1. Teams of education personnel can be trained to serve the needs of certain handicapped children who demonstrated marked behavior disorder.

The prospect sought to train 8 teams originally. Because of its popularity 16 were able to be trained. Of the 16 teams that started the project, none failed to complete it. In two cases within the first week of the project, personnel had to be replaced. In each case the reason for the replacement was not disagreement with team members, or dissatisfaction with the project.

An attempt was made to form the project teams using education personnel from the same school whenever possible. When this was not possible, education personnel from within the same school district were formed in teams.

In all cases, personnel involved in the project said that there was value in the team approach to handling the kinds of problems we attacked in the project. Each also expressed the desire to participate in further projects of this nature.

Finding #2. Team members can be trained to identify:

a.) specific behavior demonstrated by certain handicapped children which may disrupt a learning situation and

b.) specific behavior demonstrated by themselves which may be disruptive to the learning situation.

Team members were able to identify what they consider disruptive behaviors. (Appendix A). They were also able to identify techniques by which some of the disruptive behaviors could be ameliorated. A one sheet control strategy form was developed and should prove to be helpful to all persons who work with human beings.

Through analysis of the clinical supervision report forms (Appendix C), and Video Tape replays, team members were able to benefit from group member analysis of their teaching behavior. They not only identified particular disruptive behaviors which they demonstrated but were able to initiate programs which they felt may change the behavior.

Finding #3. There are certain techniques which can be used to modify:

a.) the behavior of certain handicapped children who demonstrate marked behavior disorders.

b.) certain behaviors of education personnel which may cause disruption in the classroom.

The control strategy form developed specifically for the project was one means that team members felt would assist them in modifying specific behaviors. Various Reward Systems which were identified during the year served as possible behavior modifiers. (Appendix E). Because of the variety of disruptive behaviors and reward systems suggested by the teachers no attempt was made to identify specific rewards for changing specific behaviors.

Finding #4: Teams were able to identify a variety of teaching alternatives and materials when working with handicapped children who demonstrated marked behavior disorders. The variety of materials was great and dependent only upon the accessibility to the teams.

Finding #5: Team members expressed a desire to be considered for future projects of this nature.

Discussion

Findings obtained in this study are the results of team observations and suggestions, clinical reports, remarks by parents, control data strategies, teaching attempts, actual outcomes, and a variety of results from using many alternatives for many disruptive teaching situations. No statistical treatment of the data was attempted.

The project did identify:

a.) What team members identified as disruptive behaviors among students and among themselves.

b.) What team members identified as possible rewards for changing disruptive behavior of students.

c.) Methods which may be used to change behaviors.

While a meager stipend and an opportunity to earn 3 credit hours of graduate course work credit were offered, Team members indicated that they would participate in such a program without a stipend or course credit.

Findings of this study should be of interest to all persons who work with or have interest in children.

Conclusion

Hypothesis stated in the beginning were confirmed. Certain handicapped children who exhibit marked behavior disorders can be served by teams of education personnel. No matter what role team members played in the regular public school, there appeared little or no difficulty for them to assume the role of team members in this project after the first 15 hours of orientation. Upon completion of the project team members requested to be considered for further projects of this nature should the opportunity arise. Follow up phone calls to various team members by the project director confirm the continued interest of the team members.

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APPENDIX A

DISRUPTIVE BEHAVIORS OF
STUDENTS WHICH WERE IDENTIFIED
BY TEACHER

1. Never completes assignments
2. Always late
3. Makes faces
4. Turns in messy papers
5. Demands too much of teacher's time
6. Does not pay attention
7. Has no respect for school or teachers
8. Chews gum
9. Uses profanity
10. Marks desk, walls, etc.
11. Picks fights with classmates
12. Writes on walls in the toilet
13. Daydreams
14. Does not stay in seat during class
15. Gets into trouble during study hall
16. Taps feet and/or fingers constantly
17. Picks his nose or other parts of his body
18. Bothers others
19. Never prepared for school work
20. Misses too much school
21. Talks back
22. Makes wise cracks
23. Teases girls
24. Destroys property of others
25. Lies
26. Cheats
27. Steals
28. Swallows air so that he can belch out loud
29. Passes gas
30. Asks questions teacher cannot answer
31. Uses obscene gestures when communicating with classmates (i.e. ½ of the peace sign)
32. Shoots paper wads, spit balls, etc. in class
33. Spits on school grounds
34. Comes to school dirty
35. Demonstrates unclean health habits
36. Always looks for an argument
37. Does not respect the property of other students
38. Takes things from open lockers
39. Borrows without asking
40. Chews pencils
41. Will not participate in school activities
42. Takes drugs
43. Pushes drugs
44. Comes to school smelling of alcohol
45. Bothers the girls in class, in the halls, anywhere
46. Smokes in the boys or girls room

47. Blows nose loudly in class
48. Coughs, grunts, and makes other noises in class
49. Punches, bumps
50. Pupil gets up while teacher is talking and walks to the back of the room
51. Throws paper balls
52. Insults fellow students
53. Tells dirty jokes
54. Looks out the window
55. Talks to neighbor during explanations
56. "Leaves" homework in locker
57. Gives negative responses to anything new being introduced
58. Shows indifference toward subject matter and teacher
59. Argues with teacher purely for sake of arguing
60. Gives silly answers
61. Hyperactive
62. Tattles
63. Sleeps in class
64. General nuisance
65. Always saying "huh"
66. Asks "Do I have to take notes if I know it all?" or "are we doing anything today?"
67. Students stick together to give teacher a hard time
68. Sullenness: no reply
69. Saying "I won't do it"
70. Throwing things when teacher's back is turned
71. Belligerent
72. Racial slurs while complaining after being called down for talking
73. Raising hand before a statement or question is finished
74. Saying "Don't touch me-you <u>can't</u> touch me."
75. Whining
76. Apathy
77. Don't give a damn attitude
78. Sniffing instead of blowing nose
79. Never hears an assignment
80. Antagonistic
81. Continuing to argue loudly over a closed point
82. Noisy
83. Rudeness
84. Stares when asked questions
85. Procrastination
86. Verbally responding to every statement and situation
87. Suggestive remarks
88. Fighting
89. Biting nails
90. Messing with windows and blinds after teacher has fixed them
91. Each student has to get the last (usually unconstructive) word in
92. Showing off
93. Rolling pencils down desk
94. Making fun of somebody
95. Head inside desk looking for something during lesson
96. Inconsideration for work and response of others
97. Asking questions when they already know the answer
98. Disobedience
99. Smacking when eating
100. Constant physical and verbal attacks on each other
101. Aggression
102. Continual under the breath muttering

103. Walking around room
104. Asking questions concerning what has just been explained
105. Humming or singing softly
106. Ignoring the whole class as if they were only one there
107. Temper fits
108. Banging head against desk
109. Low frustration level
110. Short attention span
111. Strongly agitating others to do or believe something that is irrational, untrue, wrong, harmful, etc.
112. Stubbornness
113. Not bringing homework
114. Asking "what page"
115. insolence
116. Refuses to try
117. Unprepared
118. Body odor
119. Abusing other children
120. Not doing homework
121. Getting out of chair continuously
122. Not using abilities to fullest
123. Lying about misbehaving when you saw them do it
124. Continuously doing what they are asked not to do
125. Contributes nothing
126. Falling limp to the floor when being disciplined
127. Smacking gum
128. Conceit
129. Tapping pencil on desk
130. Makes mouth noises
131. Can't talk without yelling
132. Tripping each other
133. "Nobody can make me do this"
134. Secretive, sly
135. Bickering
136. Telling teacher to go to hell so to speak
137. Sour attitude toward reading (putting "I hate it" on SRA worksheet)
138. Destruction of materials
139. Stupidity
140. Working on another subject
141. Jumping up from anywhere
142. Piddling
143. Scraping lunch money on desk
144. Students bothering each other while teacher is helping another group
145. Not doing what they are told
146. Slamming the door
147. Making faces when asked to turn in assignments
148. Questioning teacher's ability as an adult and as a teacher
149. Walking to throw away trash while teacher is talking
150. Telling teacher everything at the wrong time
151. Not doing what they are asked to do the first time they are asked to do it
152. Complete insensitivity to other people's feelings or rights
153. No self-respect
154. Boys hiding or getting into girls' purses
155. Disrespect toward teacher when student is corrected
156. Rocking back and forth in chair

157. Kicking other students as they pass by
158. Doesn't seem to know what is going of most of the time
159. Doesn't follow through on committments
160. Not finishing work
161. No cooperation
162. Overbearing
163. Taking and destroying other children's property
164. Clowning around
165. Being ignored by students
166. Rebellious
167. Bragging
168. Outbursts

APPENDIX B

CLINICAL SUPERVISION REPORT FORM
DISRUPTIVE BEHAVIORS OF TEAM MEMBERS
IDENTIFIED BY THEMSELVES

1. *Never reward a child for work completed*
2. *Asks too many yes or no questions so that students become bored*
3. *Asks too many single word answer questions*
4. *Has body odor*
5. *Has bad breath*
6. *Wears the same clothes over and over*
7. *Does not come prepared*
8. *Doesn't know the subject he's responsible to teach*
9. *Doesn't know where he's going with the class (has no terminal objective)*
10. *Yells*
11. *Talks too softly*
12. *Does not explain or cannot explain material when he is presenting it*
13. *Demonstrates inconsistency in a) rewarding children, b) punishing children, c) handing out assignments*
14. *Moody*
15. *Holds a grudge*
16. *Wears clothes which may not be considered appropriate for teaching*
17. *Does not "get along" with collegues*
18. *Does not "get along" with the administration*
19. *Constantly picks on certain students*
20. *Too quick to paddle*
21. *Uses profanity*
22. *Lies*
23. *Does not set a good example for students to follow*
24. *Is not proud of his calling. Constantly downgrades himself and his pupils.*
25. *Has little regard for parent conferences*
26. *Has an over inflated opinion of himself*
27. *Tries to be popular with the students*
28. *Is not fair*
29. *Insults students in front of others*
30. *Doesn't correct work that is assigned*
31. *Makes unreasonable homework and class assignment demands upon the students*
32. *Grades students inconsistently. Students just don't know what is expected of them*
33. *Not interested in their job*
34. *Doesn't plan ahead*
35. *Tries to teach all children the same thing, the same way, at the same time, under the same conditions*

APPENDIX C

FORM I
CLINICAL SUPERVISION
REPORT FORM (LARGE GROUP)

*Date*_____

*Number of children in group*_____

*Approx. age of children*_____

*Activity to be conducted*_____

*Major exceptionality of children in group*_____

1. Report of observation experience with group:

2. Assessment of group:

3. Objectives for activity to be conducted (in observable, measurable terms):

4. Actual outcomes of this experience:

5. Conclusions:

*Signed*_____

*Participating Institution*_____ *Supervising Teacher*_____

APPENDIX C

FORM II
CLINICAL SUPERVISION
REPORT FORM (SMALL GROUP)

1. *Interaction between student and teacher:*
   Positive -

   Negative -

   Interaction between students:
   Positive -

   Negative -

2. *Method of questioning used by teacher:*

   Students' responses:

3. *Reward systems employed:*

   Students' responses:
   Positive -

   Negative -

4. *Antecedents to:*
   Positive student behavior -

   Negative student behavior -

_____ _____

Teacher Reporting *Teacher Supervised*

_____ _____ _____

Type of Group *Age of Group* *Number in Group*

APPENDIX C

FORM III
CLINICAL SUPERVISION
SOCIOGRAM

TEACHER _____ DATE _____

ACTIVITY _____ AGES _____

TEACHER TO STUDENT			STUDENT TO TEACHER		STUDENT TO STUDENT	
	+	-	+	-	+	-
			24			
			20			

APPENDIX C

FORM IV
CLINICAL SUPERVISION
QUESTION PATTERNS

1. *Asks open-ended questions:*

2. *Asks questions requiring a yes or no answer:*

3. *Asks questions requiring one word answer other than yes or no:*

4. *Asks questions requiring more than one word to answer:*

5. *Asks multiple questions so that the students may not know which to answer first:*

6. *Asks questions which reveal attitudes or beliefs:*

7. *Asks questions which require cognitive answers:*

*Reporting Supervisor*_____

*Teacher Supervised*_____

*Type of Group*_____

*Age of Group*_____

APPENDIX C

FORM V
CLINICAL SUPERVISION
PUPIL BEHAVIOR

1. *Positive behaviors to which the teacher responds:*

2. *Positive behaviors to which the teacher does not respond:*

3. *Negative behaviors to which the teacher responds:*

4. *Negative behaviors to which the teacher does not respond:*

*Reporting Supervisor*_____

*Teacher Supervised*_____

*Type of Group*_____

*Age of Group*_____

APPENDIX C

FORM VI
CLINCIAL SUPERVISION
ANTECEDENTS TO BEHAVIOR

1. *Antecedents to positive student behavior:*

2. *Antecedents to negative student behavior:*

Reporting Supervisor	*Teacher Supervised*
Type of Group	*Age of Group*

APPENDIX C

FORM VII
CLINCIAL SUPERVISION
REWARD SYSTEMS

1. *Uses any one or more of the following words for correct responses by students:*

good	*wow!*	*other*_____
yes	*great!*	_____
absolutely	*exactly!*	_____
correct	*tremendous*	_____
uh huh	*wonderful*	_____

2. *Uses multiple words following correct responses by the student, such as:*

3. *Does not reward correct responses of students:*

4. *Uses other rewards such as a smile, a pat on the back, etc. to reward correct responses of students.*

_____ _____
Reporting Supervisor *Teacher Supervised*

_____ _____
Type of Group *Age of Group*

APPENDIX D

CLINICAL SUPERVISION
REWARD SYSTEMS

1. *Uses any one or more of the following words for correct responses by students:*

good
yes
absolutely
correct
uh huh
wow
great
exactly
tremendous
wonderful
that's right
very good
thank you
OK
rig t
ot er
h
ow
all
oh
right OK
sure
all right
gosh
beautiful
ooh
heavens
gracious
proud
fine
there we are
all right now
atta boy
there we go
that's good
there you go
mum
almost
good try
pretty good
how nice
uh oh
hot dog
that's correct
that's the way
very nicely
perfect
that's fine
alrighty
that turned out good
hey
that's great
man
oh boy
sure can
possibly
you could
fantastic job
now
excellent
you're good
yum, yum
there
thanks
certainly
good job
better
fantastic
pretty good
really
very, very good
oh almost
you're right
oh yes
just fine
gosh
doing fine
good going
well come on & let's look
pretty close
hurray
that's it
good for you
o boy
real good
here you go
sure you can
that's ugly
terrific
hey, hey
son of a gun
really nice
you're doing good
wooo
neat
right on
cool
ah
that's good
superior
divine

APPENDIX D

CLINICAL SUPERVISION
REWARD SYSTEMS

2. *Uses other rewards such as a smile, a pat on the back, etc. to reward correct responses of students.*

Laughs with students
Pats on the back, head, shoulder, and arm
Touches & smiles & grins
Comments on patterns
Pays close attention when learner talks
Gestures (body)
Sat with students on the floor (rug)
Stood up-stretched
Quiet way about the presentation
Eyes show approval
Claps her hands together as a symbol of being correct
Direct eye contact
Everything she did showed a reward-one way or the other
Closeness
Holding hands
Chuckled at response of child's response indicating the teacher was extremely pleased with child's response
Excited
Responds enthusiastically to the students
Give students equal standing to himself-they can think & figure as well as he can
Nods
Encourages discussion & participation
Joked with students
Brought cake-cut up in fractions-good response from students
Used candy as reward-also had student cut in half to show fraction
Helps student to respond by coaching, and makes student feel successful
Gave stars for completing work
Let children take materials home with them
Put names of children on board (recognition)
Looks at student after grading paper
Positive responses by a not or remark
Hand shake
OK sign
Hand signal
Encouraging atmosphere
Gave check marks as a reward for correct responses
If the children were able to guess which hand the picture was in they were able to keep it-teacher really gets into game
Puts arm around student (shoulder & waist)
Point system for wrap-up
Hand responses
Gives student chance to alternate hands
Shook hands
Fatherly smile

APPENDIX E

CONTROL OF STRATEGY OUTLINE

1. *What is the behavior problem?*_____

2. *Is this inappropriate for this child (person)?*_____

3. *Why is this inappropriate for this child (person)?*_____

4. *Under what conditions does it occur?*_____

5. *How often does it occur?*_____

6. *What usually follows problem?*_____

7. *What outcome do you want?*_____

8. *Does this involve doing away with an old behavior or learning a new one, or both?*

    a. *Use operant conditioning*
    b. *Use tokens*
    c. *Use Contingency Management*
    d. *Involve others*
    e. *Change the learning environment for the child*
    f. *No solution*

APPENDIX F

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EDUCATION:

B.S.	University of Pittsburgh
M.Ed.	University of Pittsburgh
Ph.D.	University of Pittsburgh

RANK:

Assistant Professor, Division of Education
University of Houston Victoria Center

CERTIFICATION:

Elementary Education
Mentally Retarded
Mentally Advanced and Talented
Elementary and Secondary Principal
Supervising Principal
Asst. Superintendent
Superintendent

PROFESSIONAL EXPERIENCE:

*1957-58	Child Care Worker, Western Psychiatric Institute and Clinic, Pittsburgh, Pa.
*1956-62	Recreational Director and Tutor at Pressley House, Pittsburgh, Pa.
1958-62	Elementary Teacher, Baldwin-Whitehall School District, Pittsburgh, Pa.
*1960-68	Instructor for classes of gifted students Buhl Planetarium, Pittsburgh, Pa.
*1962-67	Elementary and Junior High Principal, Carlynton School District, Carnegie, Pa.
1963-73	Instructor for Penn State University, McKeeport and Monaca campuses, Continuing Education Department
*1964-73	Lecturer at the Buhl Planetarium and Institute of Popular Science, Pittsburgh, Pa.

1967-68	Assistant Director, Federal Program, ESEA Title III, Baldwin-Whitehall School District
*1968-73	Consultant to school districts in Western Pa. in "Preparing Instructional/Behavioral Objectives"
1968-71	Director of SENARAC (Survey of Educational Needs and Resources in Allegheny County) ESEA Title III
*1970-73	Consultant to school districts in Western Pa. in "The Use of Behavior Modification Techniques in Teaching"
1971-72	Administrator of Special Services, Exceptional Children's Program, Allegheny Intermediate Unit #3, Pittsburgh, Pa.
1972-73	Graduate Fellow in Administration Training Program in Special Education, University of Pittsburgh
1973	Assistant Professor, Special Education, University of Houston Victoria Center

* Teaching and Applicable Experiences on a Part-time basis.

PUBLICATIONS:

* Zawadzki, Robert F., Hayes Practical Science Lessons and Experiments Book 1, Hayes Publishing Company, Wilkinsburg, Pa., 1961.

* Zawadzki, Robert F., Hayes Practical Science Lessons and Experiments Book 2, Hayes Publishing Company, Wilkinsburg, Pa., 1962.

* Zawadzki, Robert., Hayes Practical Science Lessons and Experiments Book 4, Hayes Publishing Company, Wilkinsburg, Pa., 1962.

* Zawadzki, Robert F., Hayes Practical Science Lessons and Experiments, Light and Sound, Hayes Publishing Company, Wilkinsburg, Pa., 1967.

* Mullins, J., Joseph, F., Turner, C., Zawadzki, R., and Saltzman, L., "A Handwriting Model for Children with Learning Disabilities," Journal of Learning Disabilities.

* Zawadzki, Robert F., "A Study of What Regular Classroom Teachers Consider Deterrents to Teaching the Educable Mentally Retarded Child In Regular Classes", Doctoral dissertation, University of Pittsburgh, Pittsburgh, Pa., 1973.

* Zawadzki, Robert F., "A Year Round Program to Train Educational Teams to Serve Certain Exceptional Children Exhibiting Marked Behavior Disorders" proposal Elementary and Secondary Education Act, Title III, $19,700, funded 1974. 17,700 funded 1975.

* Zawadzki, Robert F., "A Study to Determine the Feasibility of Using a Multi-Disciplinary Approach to the Use of Electro-encephalographic Findings for Developing Educational Packages which Promise to Remove or Substantially Minimize Certain Learning Disabilities," proposal New Research Opportunities Program, $3,500, submitted October 31, 1974.

* Zawadzki, Robert F., et al, "Avonworth School District Program Objectives for Pennsylvania's Ten Goals of Quality Education", a report presented to the board, teachers and administration of the Avonworth School District, Avonworth, Pa., 1973.

* Zawadzki, Robert F., "Regional Study and Planning Project", an ESEA Title III project (funded), Allegheny County Schools, Pittsburgh, Pa., 1969.

* Cibik, E.P., and Zawadzki, R.F., "Exerpts from School Laws of Pennsylvania Applicable to the Exceptional Children's program and Classified by State, Local and County", Exceptional Children's Program, Allegheny County Schools, Pittsburgh, Pa., 1971.

PROFESSIONAL ORGANIZATIONS:

Association for Supervision and Curriculum Development
Phi Delta Kappa
Council for Exceptional Children
University Council for Education Administration, University of Pittsburgh
Texas Association for Retarded Citizens
Victoria Association for Retarded Citizens
Association for Children with Learning Disabilities
National Association for Retarded Citizens